

**School Social Work Journal**  
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Title: A Macro Approach to Meet the Challenge of No Child Left Behind.  
Author: Thiede, Charlene E.  
Address: Bureau of Children, Family and Community Services, Iowa Department of Education at Des Moines  
Source: School-Social-Work-Journal. 29(2): 1-24, Spring 2005  
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Abstract: The No Child Left Behind (NCLB) Act increased the pressure for public schools to improve the academic achievement of groups of students that are poor, disabled, or from minority backgrounds. The author presents a macropractice model that school social workers can use to help schools implement systemic strategies to improve the academic achievement of students. The model is illustrated with a case example: a series of family reading workshops collaboratively planned and implemented by a school social worker in a racially diverse elementary school. The author describes the macropractice change episode, reviews the pre- and post-intervention test data and makes suggestions for possible future research.

Key Words: interventions for at-risk students; macropractice; No Child Left Behind; parent involvement; phonemic awareness training; reading; school social work

Title: Preparing School Social Workers for Their Wider Role: Policy as Practice.  
Author: Essex, Elizabeth Lehr; Massat, Carol Rippey  
Address: Jane Addams College of Social Work at the University of Illinois at Chicago.  
Source: School-Social-Work-Journal. 29(2): 25-39, Spring 2005  
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Abstract: This article describes an innovative approach to teaching policy as practice to school social work students. Students complete an advanced policy course specializing in educational policy, with assignments that integrate their classroom and field experiences. The authors set this approach within the historical and theoretical foundations for school social work practice.

Key Words: educational policy; school social work; graduate education; ecological systems perspective

Title: Beyond Problem Solving: The Social Worker as Risk Manager and Educator in Educational-Host Settings.

Author: Kelly, Diann Cameron

Address: School of Social Work at Adelphi University in Garden City, New York.

Source: School-Social-Work-Journal. 29(2): 40-52, Spring 2005

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Abstract: Whether the educational-host settings are schools, after-school centers, early child development programs, or community youth centers, these educational-host settings can pose significant hazards to ethical social work practice. This article discusses the need for social workers to engage in risk management and ethics education to address ethical dilemmas. By implementing these critical roles in school social work practice, the school social worker may be less isolated and better prepared to develop an ethically based, transformational practice.

Key Words: ethics; ethical dilemmas; school-based; school social work

Title: The Debate Surrounding Psychotropic Medication Usage in Young Children.

Author: Waller, Raymond J.; Lewellen, Kathy; Bresson, Diane

Address: Piedmont College in Athens, Georgia.

Source: School-Social-Work-Journal. 29(2): 53-61, Spring 2005

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**Abstract:** There is current debate and concern surrounding the practice of prescribing psychoactive medications in children, especially children in their preschool and elementary school years. Although the practice of prescribing these medications is on the rise, research supporting this practice is insufficient. This article raises concerns about medication use in young children. Although school social workers do not prescribe medication and cannot give medical advice, it is critical for school social workers to understand the decisions and issues facing families of children who may be considered for treatment with psychotropic medications.

**Key Words:** children; psychotropic medication; school social worker

**Title:** The Use of Stimulant Medication for Treatment of Attention-Deficit/Hyperactivity Disorder: A Survey of School Social Workers' Knowledge, Opinions/Attitudes and Experience.

**Author:** Cornell-Swanson, La Vonne; Irwin, Melissa; Johnson, Kim; Bowman, Krista; Frankenberger, William

**Address:** Human Development Center at the University of Wisconsin at Eau Claire

**Source:** School-Social-Work-Journal. 29(2): 62-82, Spring 2005

**Publication Year:** 2005

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**Abstract:** This study examined school social workers' knowledge, opinions/attitudes, and experience regarding Attention-Deficit/Hyperactivity Disorder (ADHD), including treatment with stimulant medication. Participants consisted of 189 school social workers from throughout the United States. The surveyed school social workers appear to be uninformed about controversial issues related to children diagnosed with ADHD that are being treated with stimulant medication. The participants seemed to have dissonant views about whether ADHD symptoms may be caused by either neurobiological and/or environmental factors. Regarding treatment, school social workers surveyed believed that behavioral programs could be effective interventions for children diagnosed with ADHD. However, they report that they are generally uninvolved in any form of follow-up after children are placed on medication. The school social workers reported that nearly 25% of their caseloads were students with ADHD, and that classroom teachers made 58.7% of the initial referrals for ADHD. Implications of the study are discussed.

**Key Words:** attention-deficit/hyperactivity disorder; behavioral intervention; school social work; stimulant medication

Title: A Comparative Analysis of Substances Used by Suicidal and Non-Suicidal High School Students.  
Author: Manetta, Ameda A; Ormand, Teresa  
Address: Winthrop University in Rock Hill, South Carolina  
Source: School-Social-Work-Journal. 29(2): 83-97, Spring 2005  
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Abstract: The majority of studies on suicidal behaviors are based on populations already diagnosed with clinical disorders. These studies have acknowledged that substance use is related to suicidal behaviors, yet the relationship of specific substances has not been identified. In this study a sub-sample of 4,828 suicidal and non-suicidal adolescents who completed the 2001 Youth Risk Behavior Survey was used. A logistic regression model identified that alcohol and inhalants showed the two strongest associations to suicidal behaviors. In our discussion we identify various screening tools available that school social workers could use to implement prevention strategies in schools.

Key words: adolescents; substance use; social work; suicidal behavior